

VOLUME VI

The

NUMBER 6

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI

Newland, H. C.
11129 61st Street



NOVEMBER, 1925



Culture vs. Militarism

IN THE so-called release from Victorian ideals which characterizes the 20th century tendencies, nothing is more pronounced than the conflict which such enfranchisement has raised between culture and vocation. Strangely enough, the slogan of today coincides with the motto of the Victorians, with this difference, that whereas the 19th century advocate of culture belonged to the Oxford cult following the lead of Matthew Arnold, the present day promoter is the emissary from the ranks of Labor. The Victorian meant culture for the aristocrat, and vocation for the masses; the modern enthusiast intends culture for the masses, and vocation for the leisured classes. Moreover, the follower of Matthew Arnold interpreted culture as a veneer of good manners and correct thought, while vocation signified work as it is known in factories. The present day advocate of culture is anxious to develop a natural expression of ideals among his fellow laborers, and to stabilize a wholesome employment among the classes of society. Mr. Ramsay Macdonald has said that education should give one the power to go down among the pots and come away without the soot. The objection that so many have against teachers is that whereas they should show the culture of their calling, they bear the stains of their work patent upon them.

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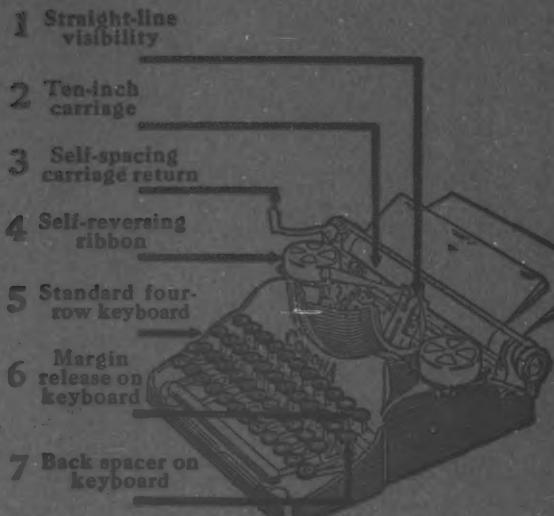
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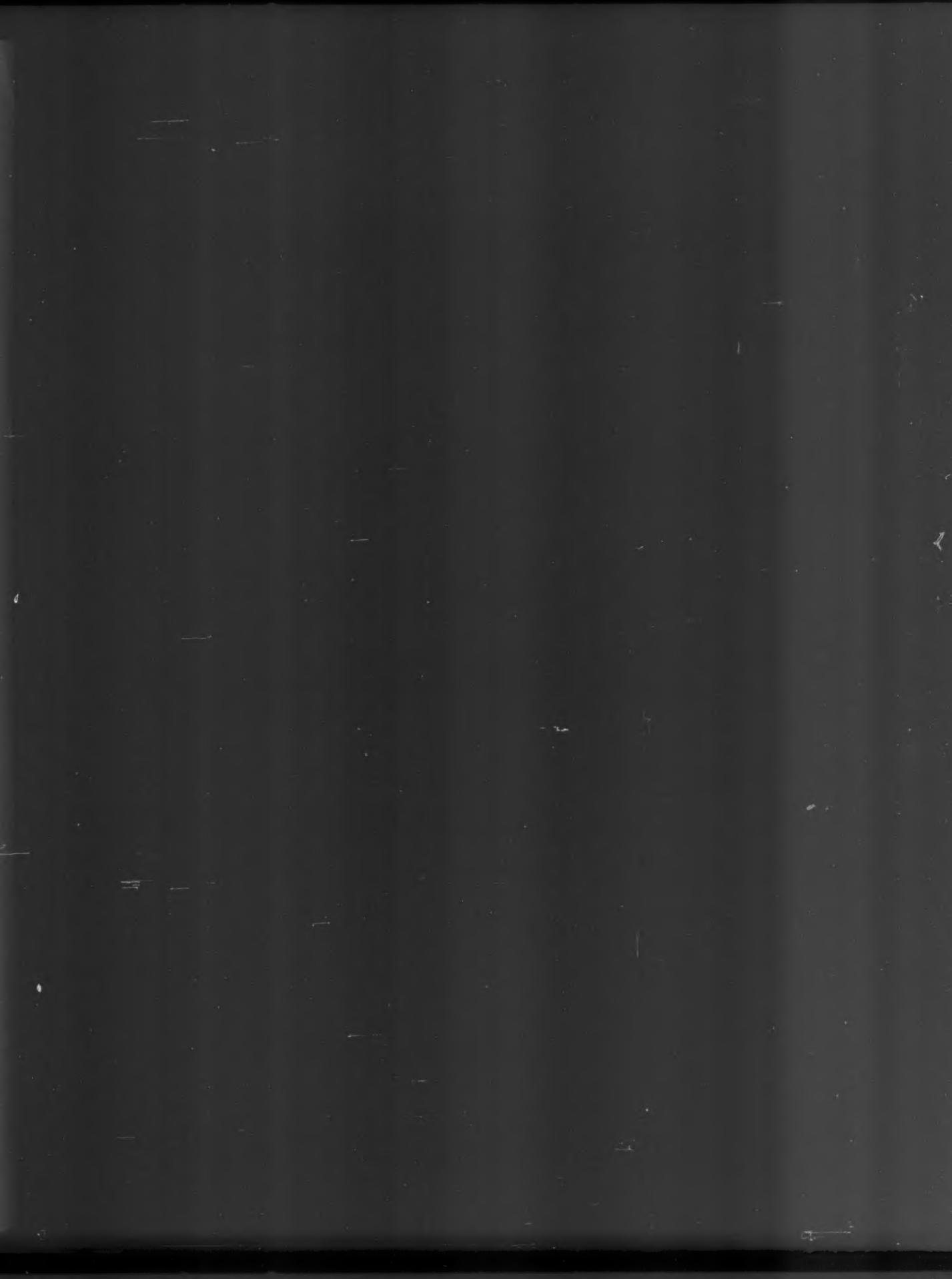
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NOVEMBER, 1925



Chas. E. Peasley

"Give to the world the best you have and the world will give of its best to you."

WE infer from the honors and responsibilities bestowed on "C. E." that the above may have been his guiding motto.

Our genial Geographic Representative from southeastern Alberta was born on August the twenty-third, 1886, near Watford, Ontario, where he attended both public and high school. He taught successfully a few years in Thedford, Ont., but gave early indication of his sound judgment by obeying the impulse—"Go West, Young Man!"

After attending Calgary Normal in 1910, he taught at Lundbreck, Killam and Strome; where, according to Mrs. Peasley, he attained "his crowning success." In 1911, he was appointed to a principalship in Medicine Hat, where he has since resided.

Space, or the lack of it, forbids anything approximating a full account of his activities.

Mr. Peasley was one of the "old guard" who had to do with the A.T.A. at its inception, and of the present Executive he is the oldest speaking in terms of Alliance history. He was a member of that Executive which is responsible for the establishing of this publication. He served on the Provincial Executive as Geographic Representative for one year, as Vice-President for two years, and as the fourth President of the Alliance. During his term as Past President of the A.T.A. he was also President of the Alberta Educational Association. He was one of Alberta's delegates to the Canadian Teachers' Federation Conferences in Saskatoon in 1922, and at Montreal in

1923. He has been re-elected to the Provincial Executive for the present year.

In addition to his Provincial activities, those of a local nature include the Presidency of the Local A.T.A. and the Presidency of the South-eastern Alberta Educational Association. In fact he is recognized as the "Daddy of the A.T.A." in this part of the Province. During these years he has been principal of one of the largest schools in Alberta, and with signal success.

The honors with which he has been rewarded bear evidence of his great popularity. His popularity and success are but the result of his untiring efforts on behalf of the teacher-movement in Alberta. A man of exceptional executive ability, of tact, and good judgment, he has what he admires in others, versatility.

His hobby has been and still is to promote clean and manly athletics, particularly in baseball, football and hockey. The trophies which have been won by his school in athletics form a most imposing array. In 1920, he piloted a local team to the Junior Provincial Baseball Championship, and during the past winter he built up and managed a ladies' hockey team, which, if for nothing else, won instant fame for its pulchritude—another indication of his good judgment.

The love of his pupils, the loyalty of his staff and the respect of the community bear evidence of his high standing in the city. He is an outstanding member of the Kiwanians, and the proud father of four fine daughters.



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"I saw your name in the A.T.A."

SEVERAL suggestions have been made that the A.T.A. Magazine might possibly, in some measure, enter into the "Spade work" of the teachers—that it should develop the "liaison" between the teacher as a member of the A.T.A. and as a worker in the school. With a view to developing this idea we suggest that space in the columns of the Magazine be devoted to giving teachers some idea of what pupils in other schools are doing in the subject of "Composition." We "break the ice" by publishing three exercises this month: one from a tot of about nine years and the others from a Calgary Public School Grade VIII pupil. The compositions published here are just as they were handed in to the teacher, without having been corrected or commented upon in any way.

We leave it to the readers to decide just what shall be done in this department. If the teachers desire to criticize the efforts of the pupils, all well and good. If, on the other hand, they desire that these columns shall be more or less an "exhibit" of composition exercises worthy of note, it will be equally satisfactory. Suggestions from our readers are what we want—not so much as acquiescence in suggestions made by us. Perhaps there are high school teachers with pupils of Grades 10 and 11 who feel that some of the efforts of their students are worthy of being published, or some 4th, 5th, 6th 7th or other public school grade teachers might desire to honour her students in this manner.

If material is sent along, only one cause will prevent publication—lack of space.

THE EFFECT OF ALCOHOL AND TOBACCO ON THE SYSTEM

IT IS said that if you drunk alcohol that it is poison and brings sores and makes the blood thin when it is a reddish color it changes to a yellowish and dry all the water in the walls of your stomach and brings a sickness in the stomach which is called Delerium Tremens. If you drink it in small quantities it brings sores called ulcers; if you drink it in large quantities it makes the sores bigger and you get to drink more and more till you get sick and the doctors get you better and if they do and you should start again they can't get you better and you die. But if you get better they warn you not to drink it again. There are lots of people in this town who drink a great deal of alcohol but I don't even know of any who got sick either. When the people get in the way of drinking brandy, rum, gin, wine and things like that you can't get off the habit. Wine has not so much alcohol in it as the rest of them have but it is not right to drink much of either. It is not always people get sick with delerium tremens from but I think they get the sores and stop as soon as they know they have them. The alcohol runs to the brain and if you don't know what you are doing in this world then it runs to your hand and makes your pults beat fast and makes your heart beat faster than it should. Alcohol just eats the flesh out of your body. If you chew tobacco and smoke it it does not bring disease but it stunts your growing and when you get older you are only a little bit of a thing. You should not chew or smoke until you are 20 or 24 because you are only a child when you are only about 10 or 12. If you get the chance to smoke you should not do it on the sly because God sees all you do on the sly and every thing that you do.

—Q.E.D.—Editor

RIP VAN WINKLE

THIS character was certainly a very unusual personality, but his many peculiarities did not lessen his popularity in the small New England village where he had his abode. As his good points should be mentioned first, I will now say that he was very merry and jovial. So happy was he that he gained the very good opinion of the men and women in the village, as well as the children, whose games were mostly composed by him. His kind disposition made him a great favorite of the village dogs. In addition to this, he was forever striving to help his neighbors. This, however, was not altogether a good quality, for he never thought of working for himself on his small, overrun farm, letting it go completely to ruin. This excessive home laziness earned for him a very bad reputation in his wife's eyes, for she could never realize why, at the most fatiguing labor for his neighbors he was always jolly and light-hearted, while the discouraged look on his face when he attempted to do the slightest job for himself was pitiful to see. No one could ever hope to see a more peculiar specimen of mankind than this simple, idle old fellow.

THE BIRDS OF KILLINGWORTH

IT WAS a beautiful morning in the spring, and all the birds were returning from their winter holiday in the south. As these sweet songsters started building their summer homes, a great happiness seized them, and they poured forth their thoughts in song. The robins, bluebirds, thrushes and sparrows warbled merrily, but the crows seemed to sense some great catastrophe which was to come, and marred the happy scene with their croaking.

The farmers heard these songs with wrath, and vowed that they would call a town meeting, at which it would be determined to kill all these birds. By their influence, the farmers had this meeting called, at which the squire, a tall proud man, presided; and the parson, a cruel man; the deacon, a man who thought himself very wise; and the preceptor, a loving man, who loved a fair lady named Almira, were some of the distinguished personages. All these men, with the exception of the preceptor, tried to get the birds killed, and made speeches to that effect.

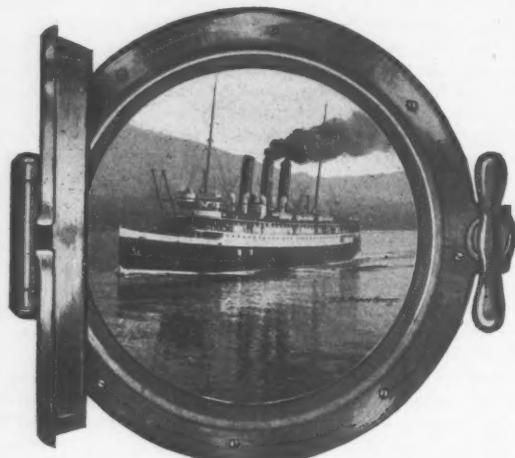
When the preceptor got up, all his listeners thought that he, too, would speak against the birds; but they were disappointed, for he was strongly in favor of preserving those innocent musicians. His first argument was that the birds are great musicians, who furnish music in Heaven. Then he spoke of the very little wrong the birds do, and how they were made by God, not to be massacred. Next he spoke of the beauty of the birds, and of how they kill all insects which would otherwise destroy the crops. Lastly he argued that to kill the birds would be setting a bad example to children, who would learn to be cruel. This speech, however, seemed to have little effect on the audience, who talked for a time, and then got ready for the coming massacre.

Men and boys were sent out to destroy all birds, large and small. None were spared, not even small birds who did not touch the grain, but only ate the insects. This went on until not a bird was to be seen in or around the village.

When summer came, there were no beautiful songs in the air, only the harsh sounds made by grasshoppers, which ate the crops and had great feasts since the birds were dead. The trees were bare, for the insects ate all the leaves. The ladies were kept busy shaking worms from their clothes.

Realizing their folly too late, the farmers sought for some way to redeem it. They had the law to kill the birds cancelled, but they could not bring them back to life. Next spring, all were happy again, for the people had learned their lesson, and sent to all parts of the country to have birds brought and set free in or near the town. These feathered songsters made new homes and sang sweetly, and the place resounded with their joyous melody, the day on which the preceptor married Almira.

To the Teachers of the Province of Alberta



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Blairmore

OF SUCH STUFF ARE HEROES MADE

Milk River, August 12th, 1925.

JOHN W. BARNETT, Esq.,
Secretary, Teachers' Alliance,
Edmonton, Alta.

Dear Sir:

I beg to advise you that I have accepted a position on the staff of Blairmore School District. Since acceptance, I have learned that the old staff have had difficulty with the Board. I surely would be *loathe* to commit a serious breach of professional etiquette, in this connection, and would be glad if you would give me any information you may have relative to this case at your earliest convenience.

Should I find that I have placed myself in an awkward position when I begin duties, I will find myself compelled to resign immediately.

Yours truly,
DONALD MACPHERSON.

In reply to the above letter the General Secretary-Treasurer wrote congratulating the writer on his strong sense of professional spirit. He was informed that if he acted in accordance with the expressed desire to avoid a breach of professional etiquette and carried out his implied intention of refusing to continue in the service of a school board in bad standing with the teachers' professional organization he would be committing a worthy act entitling him to kindly consideration at all times from the teaching body of the Province. He was also promised all influence of the Alliance in securing him a position elsewhere. The Alliance really thought Mr. MacPherson's letter meant just what most people imbued with an ordinary degree of truth, sincerity and loyalty would judge it to imply. We were wrong.

The A.T.A. code of professional etiquette does not harmonize with: "Each man for himself and the devil take the hindmost," or with: "Fear, favor and self interest—these three—but the greatest of all is self interest."

* * * *

HIS WORD AS GOOD AS HIS BOND

Camrose, Alta., July 24th, 1925.

The Secretary,
Alberta Teachers' Alliance,
Edmonton, Alta.

Dear Sir:

I have today forwarded a letter to Blairmore School Board withdrawing my application and refusing to accept a position under them.

I pointed out to the trustees there that at the present time I am not a paid-up member of the A.T.A. but that all teachers of Alberta whether members of the Alliance or not are loud in their condemnation of a school board that would treat their teachers as they have done and then refuse to recognize an organization that is not only recognized, but highly respected in all the cities and towns much larger than Blairmore.

I urged that they let their better judgment take hold of themselves and pointed out that all Alberta teachers look forward to a speedy reinstatement of their very capable staff.

I sincerely hope this matter is soon settled and wish the A.T.A. much success.

Should you wish to communicate with me at any future time, write Calgary.

Respectfully yours,

TEACHER.

A BLAIRMORE BLEAT

REMUNERATION paid by the Blairmore School Board is now so adequate as to provide a surplus and one, at least, of the members of the new staff is investing freely in notepaper, ink and postage stamps. Many prominent in Albertan educational circles have recently been recipients of plaintive emanations from the pen of this individual. This particular teacher's record shews his interpretation of loyalty to his fellow teachers, especially if they be on the same staff as himself, to be of an extremely original, plastic and facetious kind. Recent literary efforts shew him to be running true to form. Funny, isn't it, that the inspectors of schools have been so incompetent and blind as never to diagnose how miserably incompetent and lacking in conscientious effort were the predecessors of the present staff? In view of recent disclosures made, surely there is one course open to the Minister of Education, and one only—dismiss the High School Inspector and every other inspector who has visited the Blairmore school and replace them by members of the new Blairmore staff!

LAPSUS LINGuae

"It must have been a slip of the tongue—couldn't have been intended? That new teacher's tongue shot out two inches at the very least when she passed-by some of the old teachers. But she soon obtained control again, in went her tongue back behind her lips. What beats me is, the old teachers just looked at her and behaved as if they hadn't noticed anything out of the ordinary."—"Man in the Street").

* * * *

RESOLUTION PASSED BY BLAIRMORE SUB-LOCAL OF THE CROW'S NEST LOCAL OF THE ALBERTA TEACHERS' ALLIANCE ON OCT. 4th, 1925

WHEREAS it has been often said that the Alberta Teachers' Alliance benefits the large centres only; that rural and small town teachers are not considered;

AND WHEREAS the contrary is amply proven in our case by the sound advice and solid support extended to us by our Provincial Executive;

AND WHEREAS, in this, our Provincial Executive has had the loyal and spontaneous support of the whole Alliance and of the Canadian Teachers' Federation:

RESOLVED that we, the members of the Blairmore Sub-Local of the Crow's Nest Local of the Alberta Teachers' Alliance, view with legitimate pride, the high courage and clear vision displayed by our Provincial Executive, the glorious loyalty and solidarity of our organization membership and the splendid stand of the Canadian Teachers' Federation.

RESOLVED FURTHER, that we pledge ourselves to maintain this fight for right to a successful issue, and thus justify the grand trust reposed in us by our Alliance.

RESOLVED FURTHER, that no words of ours are adequate to express our feelings of admiration for those many teachers who, through a high sense of honour and professional etiquette, refused appointment on the Blairmore staff.

VIVIAN J. KEITH,
Secretary-Treasurer.

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The Second Reader

BY WILFRED WEES, B.A.

A Case in Point—It is a country school district, three miles and a half from the hamlet of Egremont. The community is Ukrainian with a sprinkling of English-speaking people. The teacher is a married man with a family inhabiting the two-room shackorage on the school grounds. The board is composed of a Canadian, a Ukrainian and the remainder. The remainder is an old country gentleman who speaks of the board as "I." The remainder has been a member of the board since the school's inception and takes a keen interest in the affairs of the school and community. He also takes a keen dislike to the teacher. The teacher punishes the children of a friend of the remainder and is said to be discriminatory; the teacher says the water-fountain was cracked before his arrival and is accused of untruthfulness; the teacher misses a train and is said to be lazy, selfish, and without the best interest of the children at heart. On these and similar counts "I" discharges the teacher with the backing of his Ukrainian "colleague." (Note that the teacher has remained in the district the inordinate time of a year and a half and is rated *good* by his inspector.)

A meeting of the rate-payers is called to discuss the question and the teacher asks the General Secretary of the Alliance to represent him. At the meeting the pros and cons divide, sitting or standing on opposite sides of the school-room. "I" speaks, presenting the case for himself and colleague with a parliamentary fluent flow. The teacher replies briefly and sincerely refuting each statement made by the trustee. The General Secretary then proceeds to wind in knots the redoubtable "I," who grows gradually but perceptibly smaller as the knots accumulate and tighten. Finally the question of the teacher's retention is put to a vote of the rate-payers present with a result of 16 to 7 for the profession. The "board" and his colleague have the grace to hand in their resignations before slinking out. Another Ukrainian is heard to remark, "Huh, next trustee—me—I guess."

Teachers' Preachers—Orators casting pabulum before teachers find themselves moved at all times and in sundry places to open their hearts and close their purses. "A good name," they quote, "is rather to be chosen than great riches, and loving favor, rather than gold and silver." And continuing, "You—you teachers—you are the salt of the earth, you are the missionaries of democracy, the viceroys of morality, the harbingers of peace on earth and good will toward men." If it's a lay audience, each puts one hand over his pocket and with the other wipes away the falling tear. A listening teacher drops to his lowest grammatical ebb and thinks, "Yeh, I've flopped to that bunk before." It's not that he's complaining of his pay. Of course he wants all he thinks he's worth (and nobody ever gets that). But it's this eternal hypocritically yapping pity that moves him to uncontrollable emotions. He applied for his job with the idea that education is his field of work; and he's willing to do it to the best of his ability. If one of the phases seems to be the bettering of the economic conditions of the profession, he will work for that too, and leave the sobs to the sighing wind.

That is, sometimes he will. The worst bunkum often comes from the teachers themselves. The famous Ian Hay in an ecstatic rhapsody, dedicates a book with this effulgent liturgy: "To the members of the most

responsible, the least advertised, the worst paid and the most richly-rewarded profession in the world." Mr. Hay has undertaken the responsibility of disregarding professional etiquette which eschews self-advertisement. Then, again, there is the likelihood the doctors arguing the uselessness of souls without body attachments, or of the farmer that great souls grow expansive only under the influence of continuous nourishment. As a matter of fact, any success is its own reward whether it be in pedagogy, medicine, agriculture or road mending; and no one pursuit can claim that its goal is the palace of joy and happiness.

Those of the profession who have been attacked with a Pauline blindness should read E. W. Wilcox's anthem on teachers, then take unto themselves wings and harps. Her psalm goes like this:

"How large thy task, oh teacher of the young!
To take the ravelled threads by parents flung
With careless hands, and through consummate care
To weave a fabric fine and firm and fair;
God's uncompleted work is thine to do—
Be brave and true."

Woof!

A Question of Rumor—It may be remembered that Stephen Leacock in his usual vein of bluff conceit poked fun at the Englishman's sense of humor, experienced while he was on a lecture tour in England.

A quotation from Leonard Woolf's review in *The Nation and The Athenaeum* of a new edition of Mark Twain may help to explain the failure of both Mr. Leacock and his English audiences. Mr. Woolf says: Though the humour (of Mark Twain) is immense in volume, it lacks fineness and quality. It is of the kind which I imagine to be typically American. It combines spontaneity and exuberance with great elaborateness. It spreads itself over large surfaces; it goes on for a long time; it never allows you to miss its point. It is told as if it gave immense pleasure to the writer—a good sign, and at first it amuses one. But at the end I am almost exasperated; it is too elaborate, too long-winded. It never reaches the point at which the loud laugh becomes the finer chuckle and the far more enduring smile."

The Englishman's attitude towards laughter as instanced in Mr. Woolf may have one of at least two explanations: Either that he has traditionally found it of diplomatic value to control his emotions, or that he has little emotion to control. For example, there is the story of the two Englishmen who puffed their way to the top of a mountain and glimpsed for the first time the sea of jagged snow-capped peaks and the panorama of rivers and lakes and nestling villages. "Hmm!" said one, "Not bad, eh?"

"Yeh," drawled the second, "But why so poetic about it?"

Municipal School Boards—The Hon. G. H. Ferguson, Minister of Education for Ontario, will introduce at the next session of the Ontario legislature, legislation toward the organization of the municipal school district. The advantages of such a system to both child and teacher should be obvious, even to the educationally near-sighted. That it has been so long delayed in the closely settled Provinces of the East is surprising; but now that our slow-moving brothers have taken the initiative, it may be hoped that the courage of a Daniel will imbue some minister of the progressive West.

Senate Reform—*The Schoolmaster* (England) thinks that "the Canadian teachers are well advised in endeavouring



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WINTER CRUISES

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"I saw your name in the A.T.A."

to add to the wisdom of the Senate by securing the presence in it of some members of the teaching profession." This may be an angle of Senate Reform not previously considered by Mr. King. Perhaps by settling some teachers on the roost of superannuated politicians, the Senate might be induced to put up its hand before it speaks.

The "Movies" and Education—Mr. Robert Nichols in articles to the London *Times* from Hollywood attempts to explain why the moving pictures are aesthetically and educationally of little value. He says that the producers are successful business men whose knowledge is limited to the technicalities of their trade. He was told of one who thought that Darwin wrote "Tarzan," of another who complimented the Australians for speaking English so well. One producer, he says, telegraphed to Dickens for the film rights in the "Christmas Carol." But perhaps the most deplorable ignorance was in one who had never heard of "Cinderella."

There are many of us of the younger generation who can trace to the film many of our ideas of present day society at home and abroad. It is unfortunate that an opportunity for education should be in the hands of such a producer as the one who ordered the word "interminable" struck from a scenario sub-title because he couldn't understand it. Later history of the present age may refer with a shudder to the time of the dark hole comedy.

A New Perspective

(An Article based upon the actual experiences of a School-Teacher on her first day of Canadianizing a Non-English Speaking District.)

By MARGARET MACDONALD and WM. W. MCK. PARKER

THERE are few prospects so dreary that the newly-risen sun cannot change them by its glamour into something at least resembling beauty. The teacher realized this as she rose from the low stretcher where she had tossed through an exceedingly restless night, to behold the narrow rain-stained walls of her room flooded with morning sunshine. Wrapping herself in a thick robe, for the single ill-fitting window was no bar to the keen winter air, she surveyed her new domain with interest. Flat, almost treeless country stretched from her window to the railway a mile distant, broken here and there by dwellings, huddled against the ground—lower and poorer, the teacher thought, than any she had ever seen. Close to the railway rose the roomy barn-like structure, which, she had been informed the preceding evening, was to be the scene of her labors. Just behind it rose a range of low hills, high enough however to hide completely the situation and post office and the cluster of three houses which with the elevator constituted the village of Volga, Saskatchewan.

Half an hour after this hasty survey, the teacher was seated at breakfast with the secretary's three rosy children and his wife, while the secretary of the school district, himself, standing at the telephone, was informing the teacher's prospective pupils, in a sort of post-impressionist English, that school would open that day. He was an Englishman, rejoicing in the name of Howard Hathawaite. He cordially despised the Hungarian and all his works; but he performed his duty heroically, with only an occasional outburst of expletive when the party at "the other end" couldn't understand. He foresaw trouble with this teacher; first, he suspected

from her name that she was Scotch—there were two Scotchmen in the district already, and that was two too many for the peace of the land; secondly, she appeared to like children, who, all secretaries know, should be ruled with a rod of iron and never fondled; and thirdly, she had bobbed hair! The teacher didn't understand all these circumstances until afterward, or her respect for the stocky little man, grimly demanding numbers on the telephone, would have risen considerably. He addressed the ratepayers, except in few instances, wholly by their telephone number. Truly, he could scarcely do otherwise, for what person of Anglo-Saxon parentage could pronounce Nick's surname if it were spelled "Bjekceski"? His task was as arduous as it was monotonous, but it was faithfully completed finally and Mr. Hathawaite sat down to the table nearly exhausted.

The secretary's wife, a wholesome motherly soul, was kindness itself to the new teacher, who was secretly choking down an aching home-sickness; and the good woman sent her new boarder on her way with a more than adequate lunch, and an even more acceptable word of cheer.

It wanted half an hour of school-time when the teacher stepped in at the doorway of the school. Its resemblance, in its bare bleakness and ungainly shape, to a livery barn, struck her more forcibly than ever. The floor was worn into paths, and dirtier than the teacher had ever imagined a floor could be, in the outer room. This long porch-like space was for hanging clothes and depositing dinner pails; also cigarette stubs, pipe ash, waste paper and old books, any trash, it seemed. The teacher in dismay turned to survey the large school room. Floor recently cleaned—usual thing—ice in one corner where water had frozen before the floor had dried; yes, cross-lighting and not enough windows; two large heaters going full blast; the usual appurtenances as required by law, and desks—and desks—and desks!!! that is what she saw. How many? At least over sixty! Scarcely room in that spacious interior to pass up the aisles!

Just at this point the teacher became aware of two small figures cowering behind the farther heater, watching her from ambush, as it were. In a moment the teacher's eye took in the unfamiliar head shawl or cowl, above strange and wonderful body wrappings; the unmistakably foreign type of face—the alert, bright eyes, the face of a distinct individuality here to learn—and the little, blue, mittenless hands!

The teacher's careless attitude was gone in an instant. "Pretty cold!" she said, smiling into the pair of eyes nearest her—dark, wondering eyes of a boy of perhaps ten.

"Yah," said the owner of the eyes, with an exaggerated shiver. "But fire's hot!" he added, putting out his fingers to the warmth.

"Hot!" said the other child, repeating the first boy's tone and gesture, but with round eyes returning to the teacher.

"I wonder if it is a boy or a girl?" the teacher's mind remarked. No clue to the answer was given by the shapeless swaddling of the little figure before her.

But the older boy laughed, and said, "Joe, he just starting to go to school—can't talk English—only Hungarian. Joe, he six, soon!"

He then spoke to "Joe," evidently telling him to unfasten his wraps, though the teacher could not understand a word, of course. Even the child's name was spoken with a connected sputter of sound like a sneeze, the teacher thought.

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"Joe," she said, smiling, taking the chilled little hands in her own warmly gloved ones. Joe apparently, had a faint suspicion she meant him, and looked as if he would like to run away, if he dared.

By this time the school was filling with children—dozens, it seemed—of all sizes and ages—all staring with curious eyes at the new teacher. Then as if by a common impulse, when one of their number appeared with a football, they rushed out to the playground, chasing the ball hither and thither in the snow, with cries of delight.

At nine, the teacher took the bell—her slight previous experience had warned her to examine it for "padding"—rang it at the door, and told the children, as they came flocking up, to range themselves in lines. She was wondering how she was going to get this crowd of pushing, wriggling youngsters sorted out. At last, tallest ones in the lead, they stood in two ranks facing her.

Tragedy is after all, nearly related to comedy. As the teacher stepped backwards from the doorway to give the command to turn and march into the school, her unwary feet slipped on a treacherous patch of ice—and she fell, completely and thoroughly. She was up before she had time to realize what had happened, smiling, in anticipation of the laughter which seemed inevitable. But only one or two of the stolid faces in front smiled. "Why don't they laugh?" the teacher's mind questioned as the children filed into the building.

When the teacher took her register to fit names to faces, a chill shot up her spine! Such names! Surely beyond human tongue to enunciate! She gave herself a running start by having the children say their names in turn, and desperately tried to associate the unfamiliar sounds with their written forms. Even so, it was not easy going. For days, yes, weeks afterwards, calling the roll was an ordeal to the teacher, and a time of rich amusement to the children. Just why the mispronouncing of a name should tickle their risibilities more than the spectacle of the teacher cooling her dignity on a patch of ice, was a puzzle the teacher never solved.

A slight diversion was created in the attempts to distinguish the grades and set them to work. The aforementioned "Joe" and another, whose name was translated into "Mike," were given slates with the (gestured) suggestion that they draw pictures. Soon a reading class was in progress but suddenly a crash and an outburst of Hungarian made the teacher turn quickly. Joe, on one side of the kindergarten table, had given Mike, on the other side, such a blow across the head as to inflict a compound fracture on the slate, while the feeling and appearance of Mike's head can be better imagined than described.

The teacher's action and expression conveyed something to the two culprits, if her hastily-spoken words did not. Joe, propelled from the collar, sat down in his chair suddenly and hard, while Mike ceased his sobbing protestations in indignant Hungarian.

"What did he say?" the teacher asked a big boy in a front seat nearby.

"He say dat Joe, he want steal Mike's chalk, and Mike, he not give," stated this youth, succinctly, if not elegantly.

Joe was sent, or rather led, to a chair in a remote corner, with a shingle from the woodbox helping him along, while Mike was given the possession of both slates and the table to himself. The lad in the corner was given a shingle to color red to relieve him of his remorse.

When noon came, the teacher sank into her chair with such a feeling as may conceivably be experienced

by one who has been whirled in a maelstrom, and unexpectedly finds himself in the quiet water at the surface. She was almost too tired to remark on the fact that none of the children showed any impulse to wash his or her inky or grimy fingers, and that, had they wished to do so, there was only one basin and no water! After a few moments, the teacher thought she would perform her ablutions in a snowbank (somewhat as Mohammedans in a desert do, with sand) but instead, she filled the lone basin with snow and placed it over the heater. While she waited for the snow to melt she endeavored to find some favorable points of contact with the crowd in front of her.

Hungarians, most of them, on the whole healthy and intelligent-looking; many of them, however, insufficiently clad for cold weather, and showing still more that the longing and facilities for cleanliness were alike scanty; one and all of them good-humored; one and all eating a lump of dry bread and a lump of salt pork, with dreary-looking strings of cold boiled macaroni as a possible variation. These lunches were contained in bits of newspaper or paper sacks, and were washed down with bottles of cold black strong coffee, "innocent" of milk.

There was a sprinkling, too, of Norwegians, one or two Germans, and possibly seven or eight Scotch and English pupils. One of these, a sweet lassie of thirteen, whose accent betrayed her descent from "the sons o' the land o' the heather," had attracted the teacher in the early session by her bright, fixed attention and her intelligent answers. She came now to draw her teacher's attention to a case of books in the library, and talked of them with the born book-lover's eagerness.

"Did you come from Scotland?" asked her teacher after awhile.

"No; David was born in Scotland, but he was so wee that he disna remember what like it was. Daddy said you'd be a good teacher," went on the small flatterer, "from yir name being Scottish. My brother Robert was saying he met you yesterday, as you came out with Mr. Hathawaite. Perhaps you remember?"

"Ah, yes,"—so this was the sister of the fair-faced, good-looking young farmer, Robert MacPherson, whom she had met the day before, she reflected, as she turned to make use of the pan of snow water now ready for her on the stove.

During the afternoon, some semblance of routine was established. By recess, the teacher knew most of the Joes apart. There were several of them. As the rest period drew to a close, she happened to overhear a conversation around the corner in the cloakroom. It was Alice Hathawaite's sweet, timid laugh and voice and the teacher couldn't help but catch the words.

"My father says Robert MacPherson was falling over himself for an invitation to our place last night, but he didn't get it. And father says"—the voice became mysterious—"that if she starts getting friendly with them MacPhersons, he'll see she doesn't stay here long."

"Oh, did he?" said an excited voice of another scholar, who had also overheard the confidential information—it was a daughter of one of the other Scotchmen—and the teacher thought it well to interrupt that dialogue by ringing the bell.

After recess, the tallest boys were set scraping paper wads off the ceiling with rulers. It was made clear that paper wads were objectionable, and the teacher remarked that she was glad to see these were quite ancient ones, so that it did not look as if the present classes were to blame. Then she noted the expressions with which

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all and sundry received this, in the little book of experiments which every teacher keeps handy in his brain.

Also, she elicited the fact that Mike and Joe were neither of them of the full dignity of six years, so she very thankfully sent them home, there to stay, at least until Easter.

It was a very relieved girl who saw the crowd troop from the school yard, well before the early sunset. As she turned to put her books in order she found her "Scotch lassie," Lulu MacPherson, at her elbow—evidently trying hard to say something.

"Oh, teacher," gasped Lulu. "I wanted to ask you if you'd help me to pass my Grade VIII this year. Daddy says I must stay home to help mother next year, but if I passed he might let me go on with David. I'll work ever so hard if you let me try. Our last teacher said I was too young."

"I think you can pass the examination if you are willing to study," was the answer the anxious child received. "I'll let you try, at any rate."

The earnest face of the lass lit up with joy. "Oh, thank you! I'm so glad you are come. I think—I think you are lovely!" exclaimed the girl, her face suddenly pink all over. And she was gone before the teacher could reply.

"Teaching has its compensations," remarked the teacher to herself. And the little smile around her lips did not die out even when she discovered a note in Jane Penland's exercise book, with a caricature of the cata-

trophe of the morning—the teacher slipping down on the ice. She consigned the note to the heater, entered "Watch Jane Penland" in her mental experiment book, finished her work and started for her new home again.

Just dusk, nipping frost, a slender little moon near the western hills! It made her tired body straighten and she walked more briskly. A jingle of sleigh bells drew near, and a spirited horse was pulled to a standstill beside her.

"It's so dark, I guess you can't see, but it's Robert MacPherson," said a gay voice. "I'm going up right past Hathawaite's. Care for a ride?"

The teacher could just as well have walked the remaining three-fourths of a mile, but—it was a fine night for riding—and besides, who could let a challenge such as she had caught a hint of that afternoon recess pass untaken? So she jumped in, was covered with a warm rug and drawn like flying through the keen air.

"Do you usually work so late?" asked Rob MacPherson as the sleigh slackened at Hathawaite's. "What time do you generally come home?"

"Oh, I don't know. It depends upon how much I have to do, you know—Thank you," as he helped her from the sleigh. Then as she turned toward the open doorway, two gay voices answered each other: "Good night!"

"And the evening and the morning were the first day."

(This isn't ordinary fiction, it is hard boiled fact, like many a rural teacher's experience.)

The School Principal and His Community

IN OUR review of the duties of the high school principal let us assume that he is human, that he has a college degree and is a specialist as a school executive, that he has a fair portion of world's goods sufficient for livelihood but not independent and earns his living by his work. Let us further add that he is ambitious and plans to remain an educational worker until age or failing health impairs his service. He is, or should be, at least 25 years of age, old enough to reflect yet young enough to dream of future of untold success, of ideal schools followed by a liberal reward in that Utopia he hopes to build.

One educator has divided the principal's day into nine distinct periods. He gives 40 minutes for inspection of building, 40 to 60 minutes for supervision of instruction, 90 minutes to actual classroom teaching (two periods), 60 minutes to clerical work, 30 minutes to conferences with teachers, the same amount of time in interviewing students, talking to visitors, attending to extra-curricular activities, and in dealing with civic or community affairs. Thus the day is spent and to the outside world his day's work is over. He can go home, be with his family, visit or receive calls, or do whatever his likes may dictate.

Now let the principal tell his story. At first he admits that he hasn't the time. His routine factors of the day have been neglected. Mrs. Brown and Mr. Smith called at his school office and remained throughout two periods. His new teacher is not yet thoroughly orientated into the plan of the school. Many reports and questionnaires are long past due and they demand immediate attention; his thesis, begun long ago, lies untouched and waiting a more opportune time to be completed.

Not only is every minute of the day taken, but the evenings as well. He continues, "My clubs, lodges,

and civic organizations are forsaken. I was forced to decline a promised address because of school duties, possibly not more important but certainly more urgent. At least once a month I meet with the board of education, another day with the superintendent, still another with the faculty. That leaves to me one day per month, outside of school days and Sundays, and long before that day arrives I find it taken."

Thus it is throughout the year and, when all is ended, the principal is judged by the community by the impressions he makes socially, by the time he actually contributes apart from his school or his special field. The public is not interested in graphs and charts showing educational advancement or attainments by means of lines. It wants the contact, the personal touch—time that robs the principal of his chances to do his best.

What then, let me ask, should be the relation between the principal and the community? Should the public demand more of the school executive than it does of any other professional worker? Is not his task a definite one? It should be. It is not claimed, however, that the principal should not exercise his influences for the good of those with whom he works. On the other side, it is maintained that his functions should be recognized and his generosity not be made a target by church, club, lodge, civic organization, or what not. We learn that in some parts of the country that if the Sunday School needs a teacher he teaches, if there is a cradle to rock he rocks the cradle, if there is a community axe to grind he grinds it—all this plus his routine work of the day and his organization work outside school hours. We assumed in the beginning of this paper that the high school principal is human. If he complies with the demand that school and society impose upon him, then our assumption is wrong—he is a superman.

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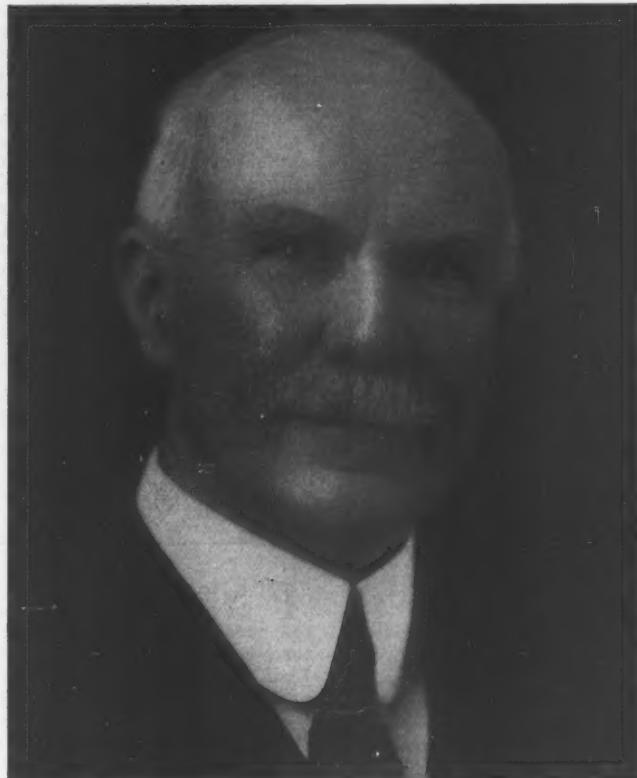
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William Alvy Stickle, B.A.

THE cause of education in the Province of Alberta has suffered an irreparable loss in the passing away of William Alvy Stickle who died in Calgary on October 9th, at the age of fifty-three. He was born at Campbellford, Ontario, and obtained his education chiefly in that Province. He received his degree from Queen's University and added to it a store of useful knowledge on a wide range of subjects. He leaves to mourn his loss Mrs. Stickle who was Jean Davidson, of Union, Ont., and his son, Grant, a student at Berkeley University, California.

While in Alberta he filled most ably a number of important positions; the last three: Inspector of Schools, Red Deer; Principal of the Normal School, Camrose, and Instructor in Mathematics at the Normal School, Calgary, brought him into close contact with the teaching body of the Province. He was in attendance each year at the Summer School for teachers in Edmonton where he was very popular not only as instructor but as organizer of sports and leader in whatever fun was going on.

As a student himself he searched for the best and most modern methods of study and instruction. Very advanced in ideas, he was yet sane and moderate in the adoption of new educational material.



While Principal of Camrose Normal School he possessed the absolute confidence of the staff and students. It is safe to say that the people who most appreciated his fine qualities as leader

and man were those who daily came into close contact with him in his work at the Normal and Summer Schools. There was always about him a quiet goodness, a rare steadfastness of purpose, a loyalty to his helpers, a strong sense of justice, qualities which made it a pleasure to work with or for him.

Without being narrow or intolerant Mr. Stickle was deeply religious—for the greater part of his life he was a member of the Methodist church where he began his career of usefulness as a teacher in the Sunday School at the age of fifteen. He gave

whole-heartedly to the church in time, thought and money. In addition to his services as Sunday School teacher and choir leader, he was intensely interested in missionary effort, the W.C.T.U. and the boys' organizations.

He was a wonderful example of the three-fold development of body, mind and spirit. Whatever his hand found to do, whether work or play, he did it with his might.

Dr. Kirby in his funeral address said that of all men he had met none could be better described as a God-like man, a perfect friend, a model husband and a kind father. He concluded by a reading of Kipling's: "When earth's last picture is painted."

A Scot in Canada

TO THE EDITOR OF SCOTTISH EDUCATIONAL JOURNAL

SIR.—When passing along the principal street—8th Avenue—in this City today I purchased a copy of *The Daily Mirror* to see and learn how events were trending in "the old country."

The paragraphs in the enclosed cutting caught my eye and I considered it my duty to "Auld Scotia" and to my profession to forward it to you for publication and comment in your valuable and influential Educational Journal. (The cutting contained a report of the discussion on the English estimates during which Lord Eustace Percy insisted on the need for a greater supply of trained teachers.)

Before coming West I was for some time a teacher in England as I had formerly been for many years in Scotland, and I fully endorse the remarks of the M.P. as set forth in this cutting and even at that he has not over-stepped the mark.

Just now we are about to have a revisit of a company of teachers from England who are at present in British Columbia and on their way back to England. People out here, teachers and others, are so apt to confuse "England" as including "Scotland" whereas they are different and in Educational matters they are not on the same plane, Scotland, being immeasurably superior.

England has thousands of unqualified and uncertificated teachers in her Public Elementary Schools while Scotland has practically none, at least that was the state of affairs when last I saw an official report before I left Britain.

The matter of Education here is low, very low. Indeed, in the Western Provinces of Canada there is Instruction in the schools, but *no education, it is all mere cramming for results and mechanical in its methods.*

The teachers are untrained and are like *ships that pass in the night*, as teaching in the *vast majority* of cases, is merely a stepping stone to some other profession, marriage in the case of the females.

The standard required for teachers is most elementary. I have known and know persons, male and female, who had gained the *Merit Certificate* of the Scottish Education Department being accepted for the Teacher's Normal Course of *fifteen weeks* training and then receiving a Certificate as being qualified to teach, and actually being in charge of schools; i.e., holding the post of "Principal" of a Rural School.

The ordinary Course here for intending teachers from the High Schools pass Grade V in English, Maths., etc., supposedly equivalent to the Intermediate Certificate at home, but rated on a much lower basis, indeed, a stiff Qualifying or Control Examination at home would floor the majority. This Examination can also be passed in parts and so is very inferior.

At some future time I may give a full and critical account of the system as *worked* here, not as it is put on paper, but in reality.

This is a young country and for its age it has done wonders but it is too near "Uncle Sam" to be unaffected with "bluff and sham," we have too many "George Washington's" here.

My sole and only reason for writing this letter is to show my Canadian friends that "Scotland is Scotland" and not England in Educational affairs.

In my humble opinion Canada stands on about the same level as England in educational matters but is about fifty years behind the "land o' cakes."

I am, etc.,
"SCOTTIE."

Calgary, Canada.

* * * *

"Scottie" evidently has been a "round peg in a square hole." He is one of a type who come from the Old Land and endeavor to inflict upon us a system of instruction, a curriculum, a professional atmosphere, a relationship between pupil and teacher or between principal and assistant which prevail in his home land. "Scottie" and his ilk can not understand why attempted inflictions of this kind are not acknowledged with gratitude by Canadians; their reception by pupils, teachers, school boards and public are quite the reverse, as "Scottie" has realized to his own discomfiture and undoing. The tirade is a product of a mind warped by failure and saturated with bitterness and petty spite against a people guilty of possessing sufficient individuality and sense of nationhood to develop its own system of education. The merits or otherwise of any system must be judged by the quality of the final product. If our Canadian system produces many of the "Scottie" type, imbued to such an abnormal extent with sense of superiority, conceit and lack of adaptability, then, indeed, a complete overhauling of our system is long overdue.—(EDITOR.)

In A Riff School

THE hardy mountaineers, who are so strenuously defying the united powers of France and Spain, are strict Mohammedans and devotedly attached to their religion and to education as they understand it. Even in the villages, where refugees from the fighting area have found a temporary home, schools have been set up, and school work is carried on with all the characteristic vigour of Eastern teaching. The school building is rudimentary. a few packing-cases and flattened oil tins nailed together for walls, a thick thatch to keep out the sun, and the school is complete. One side is open to the street, disclosing an equally simple interior. There is no furniture. The master and the pupils, having removed their slippers of red or yellow morocco, sit comfortably in tailor fashion on the floor. The apparatus is limited to the boards, on which the lesson from the Koran is inscribed. The children recite together in an animated chant, swaying their bodies vigorously to keep time. The curriculum would delight some of our own reactionaries, being limited to learning the Koran by heart. The master is intelligent and dignified. Fighting is going on a few miles away. An observation balloon can be descried in the distance. Outside in the bay hostile battleships are preparing to bombard the coast, but the teaching goes on uninterrupted. Western civilisation will do much to improve conditions and raise the standard of living here as elsewhere; but it seems a pity that it should come in the form of bombs and aeroplanes and all the panoply of modern warfare.

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



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No. 6

BLAIRMORE SCHOOL BOARD
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CLUNY S.D. No. 2334
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JOHN W. BARNETT,
General Secretary-Treasurer,
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Editorial

MANY excellent papers will be given at the forthcoming fall conventions, many teachers will receive benefit and inspiration as they sit, listen to, and discuss the ideas embodied therein. But at best, seldom a hundred teachers—just those present at the small convention—will obtain profit from the labors of the speaker unless advantage be taken of the facilities offered by the *A.T.A. Magazine*. Why not give the whole A.T.A. membership the benefit? Will members urge those who deliver papers of special merit and likely to be of interest to teachers of the Province as a whole, to send their manuscript for publication in our columns? Alberta

teachers are second to none in the Dominion; they are just as progressive, just as competent, just as original and inventive as can be found elsewhere, and the sum total of their collective endeavors can produce a teachers' magazine of the first order. The convention period finds the choicest of our members "hitting on all six" and a little co-operation, a little interest and concentration in securing the publication of their best efforts will enlarge the scope of usefulness and service of those sufficiently interested in their confreres and in the spade work of their profession to compile material and deliver addresses.

* * * *

INITIATIVE, Referendum and Recall. Unless we understood wrongly, this was one of the main planks in the political platform of the U.F.A. previous to the advent of the Farmer Government. That is the last we have heard of it. But no, that is not quite accurate. The U.F.W.A. at the last Convention at Calgary reiterated the principle of the "Recall" by passing a resolution calling for Recall of Rural School Trustees. The U.F.W.A. through its educational section is probably the best informed and most progressive lay body in this Province, and it is surprising indeed that this organization's recommendation, supported as it is by such a large body of informed public opinion, should have produced no response.

* * * *

A GREAT deal of unjust criticism is heard respecting alleged infertility of the Farmer Government with respect to placing on the statute books reforms forecasted by the U.F.A. platform. The fact is that economic conditions throughout the whole world together with legacies of liabilities from previous administrations, constituted insurmountable barriers to the institution of reforms involving increased expenditure or higher taxation. However, we can not see how this argument can be used in justification of inertia respecting the Recall of School Trustees.

* * * *

WE WONDER: "Does the administration really believe in the Recall?" If so they must make its applicability to the school system, an exception to the general rule. Surely the institution of the Recall for School Trustees would not increase government expenditures by a single dollar. Yet any person in close touch with school matters knows without a shadow of a doubt that Recall of School Trustees, except in the case of the large city boards, would serve as a safety-valve and tend towards a more satisfactory working of the whole educational machine.

* * * *

CASES arise by the score every year where school trustees perform acts, or put into effect policies altogether in opposition to the wishes of the ratepayers. Every year petitions galore crowd into the Department of Education requesting them to override the will of the school board which is acting contrary to the desire of the majority of their electors. But with the present

absolute powers delegated to school boards, the Department is powerless to interfere. Official trustees can not be installed unless the board is seriously violating the School Act. A board may be guilty of outrageous conduct towards a teacher and the Department can do nothing more than make representations to the school board which the school board is perfectly at liberty to ignore or respect. Injustice to a teacher is of no legal consequence, but once let a secretary mistreat his accounts or neglect the finances and the way lies directly open to the instalation of an official trustee.

* * * *

MANY BOARDS of Trustees who find themselves at variance with their electors either resign promptly or bring their policy into line with public approval, but others who take a delight in informing the ratepayers that: "You put me in, and you can't kick me out. I'm just going to do as I —— please until my term of office expires. Now, what are you going to do about it?" What a travesty on democratic government! Absolute unbridled power within the limits of the statute, and nobody to say them nay.

* * * *

HAD the Recall of School Trustees been an established fact the Blairmore crisis would never have arisen. Ratepayers' money would have been saved, the school system would not have been dislocated and Blairmore would not be a byword in Alberta school circles. Facilities provided for the calling to account of unconscientious, defiant, hot-headed and quarrel-loving trustees would do more for the Alberta educational system than the Legislature has done for it since the inception of the Province. What is the use crying "Peace, peace, when there is no peace." Peace comes only when tyranny and absolutism can be overcome. The small school district system is inefficient, tyrannous and a seething mass of turmoil and quarrel. Such will it remain until the absolute powers of school trustees in the small districts are curbed or until the rural school board of trustees is abolished altogether and a more dignified organization or unit takes its place. In the meantime, the best we can hope for is that the Recall be brought into being and an impartial tribunal is established to deal with petty disputes.

* * * *

MOST teachers would note with interest the press reports of the inundation of students when the normal schools opened last month. Rumor had it that there were hundreds of prospective teachers turned from the doors. Such was not the case, however, for every student with full Grade XI standing was accommodated somehow. Nevertheless, the number is uncomfortably large and in the interests of the teaching profession, of the children, and the cause of education, definite and drastic steps should be taken to control the tendency to overcrowd the teaching profession.

* * * *

SOME years ago a policy of granting loans to students was adopted by the Department of Education, not so much because there was a desire to assist needy

students as because it would serve as a magnet to attract all classes to respond to the invitation: "Come into Normal Honey, for you's mighty welcome." Now that the end has been achieved and the supply of teachers is fully meeting the demand, the policy should be discontinued altogether. Not that we are opposed on principle to the granting of loans to needy students, but it does seem unfair to the teaching profession that entrants to our profession and to that profession alone, should receive direct personal state aid. If a general policy were in effect to assist boys and girls aspiring to other professions—to law, dentistry, medicine, commerce, engineering, accountancy; if the government offered loans to young people desiring training for the civil service and other branches of the public services, or desirous of undergoing a course in the School of Technology, no valid objection could be raised to a loan policy for normal school students. But the continuation of the policy of granting loans exclusively to normalites is becoming a veritable danger.

* * * *

IN THE first place it attracts many students to normal who otherwise might enter some other line of work. Many enter normal because it is a "snap," it is easy to finance. "Let's try it out," says the student with no particular object in life, "if we don't like it, well, we can stick if for a time, earn a little money anyway, and take a shot at something else later." This makes the teaching profession in Alberta less permanent, less competent, less respected, less contented and more crowded than the educational system can stand, unless the word educational be a misnomer.

* * * *

A RECENT circular issued by the Department shows that they are putting a stop to the abuses heretofore prevailing regarding loans to normal school students; an endeavor is being made to make the policy apply only to those students who really can not afford to go through the period of training without financial assistance.

* * * *

WE QUOTE sections of the letter:

"Applications for loans will be considered only in cases where the students are not residents of Calgary or Camrose. No loans will be allowed unless the Department is satisfied that the parents cannot provide the necessary funds. The parent or guardian must take an *affidavit* to this effect.

"As loans in any case will not be made until all required forms are completed, financial standing of guarantors ascertained and favorable reports received from the Normal School authorities, students must meet all the expenses of at least the first two months' attendance. These loans are made in order to assist the student and only the minimum amount required should be borrowed."

* * * *

THE PARENTS of students who can obtain the necessary guarantors could most likely secure a loan from private parties, so why not go one step further and abolish the policy altogether.

VERY few of the government loans have been unsatisfactory investments, the return payments are made almost without exception. The Government borrows money at 4½% and loans to the students money at 7%; there is therefore a small profit obtained on each transaction. But there is another side. The per capita cost per student is several hundred dollars, and the tremendous number of students is a serious drain on the public funds. It means that state funds by the tens of thousands are utilized each year in giving specialized instruction to hundreds of people who give little, if anything at all, in return. This specialized training is of no practical value whatsoever in any other work but teaching; therefore, unless the students enter and remain in the teaching profession, it is money wasted. Many normal school graduates remain in the profession for less than two years and many never even locate in a school at all.

* * * * *

IS IT not time that, as a condition of entry to normal, the student guarantees to render a reasonable number of years of service to the public, otherwise to reimburse the Government for a proportion of public funds expended on this specialized training? If this were a condition of entry, thousands of young people would think twice before so lightly making a choice of teaching as a means of livelihood for the time being, a calling for which they have no particular choice or bent. The only condition of entry to normal in Alberta is complete Grade XI standing.

* * * * *

IF THE Department fixed an absolute maximum student capacity for each normal school and weeded out from the applicants to normal school those whose standing in the Departmental Examinations in High School was poor, the first step would have been taken to ensure that the teaching profession be composed of the best material from the high schools. The next consideration of admission to Normal might be the probability of the applicant being adaptable to teaching and the likelihood of his remaining permanently in the profession. Teaching would then become a calling to be aspired to rather than as a stepping stone to something better. Incidentally, the classes in Normal would not be so outrageously large and consequently, the students would receive better training.

* * * * *

IF TEACHER training must remain a purely state aided concern, it must occur to real economists as well as true educationists that some process be put into operation for selection of entrants to the teaching profession. The supply of teachers is now adequate to the demand, the normal schools are uncomfortably overcrowded, and many of the students next midsummer will be left without positions. It does not follow necessarily that those most competent, those most adapted to the work, will be appointed; but a sifting of the applications for attendance at Normal would react favorably in every way.

Litter

By LANCLAD

TALK about the strong, and long arm of the law. Our M.E. has a longer. I felt sure my last spasm would demonstrate to him the utter folly of expecting a dry as dust mathematics' man to compete with our literary lights.

But no, here he is again. I dodged him for two months and more, but like the proverbial elephant, he never forgets and at last he has me cornered.

And so it seems I'm on the staff for keeps—the literary staff of the leading Educational Organ of the West. Ahem!

Of course it's an honorary position—O yes! of course. *Cela va sans dire!* (You know the M.E.!)

So I'm commissioned to grind out another thousand or so—about "anything," and like the office dog I'm determined to wander here and there at my own sweet will. If I should dig up the lawn or trample the flower-beds, address all complaints to the person responsible.

Now let's begin my registering a "kick." I will not say who is responsible for the suggestive title "Pedagogicus Mediocritus" at the head of this column in the July number. Nor will I hazard a guess as to his reason for putting it there. I don't like it, narra' bit, and I'll resign pronto if it isn't changed. So that's that.

Did you read the letter in the press from the chairman of the Blairmore Board? Moreblare from Blaremore.

Now one's favorite beliefs are exploded by careless scribes! Heretofore, I have comforted myself with the thought that my mediocrity could be traced to the sad fact that I did not start out from the "one roomed school house." Now an editorial in last month's issue blows that idea to the winds. Guess I'll have to hunt another alibi.

Another poem! When shall we develop a poet's corner?

And that reminds me! Where are all the joke-chefs? Seems to me I remember an ad for one somewhere. After all we're a serious and solemn crew I fear. Here's hoping!

To what lengths and depths will some people go in "getting after" a teacher? Imagine roping in poor innocent "Suey Sang" to share in the glorious work of attacking a teacher's character and professional reputation! A dirty business!

The Consort incident adds another to the many strong arguments in favor of larger districts and the abolition of our system of "local control" which has developed in many cases into "local tyranny." Verily, we've gone mad on local control.

And further, let the incident serve as a warning to our young teachers of the fair sex who in the buoyant, cheerfulness of their early twenties proceed to enjoy life as God and Nature intended: Beware! The bugaboos will get you if you don't watch out! Play safe—join the Alliance.

I remember a similar petition in a small town in B.C. some few years ago. The teacher was finally dismissed. The crime? She boarded with a widow who refused to turn her back on life because the grim reaper had crossed her path. She (the teacher) refused to change her boarding place when so "advised" by the chairman of the Board. What a life!

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Rub these incidents in when you meet a non-member. RUB THEM IN. And then show what the Alliance can do—and how much more it could do with a 90% membership. Rub it in—then rope 'em in.

I was pleased to see Mr. Wagner's article on "Continuation School Problems." In my humble opinion, there's a troublesome time ahead (under the new course) for the principal who is teaching three high school grades in one room. This section of our membership is deserving of every help the magazine can give. I hope other continuation school teachers will rally round. This magazine is for every section of our membership.

And by the way, do you notice how it's improved since I came on the staff? Tut! tut! Don't mention it!

Lord Eustace Percy (*Times*, London, England) has said, in effect, we are not giving any education for general cultural purposes in the vast majority of our schools from the age of twelve, etc. This has been taken in some *qua* *qua* as a charge (against the teachers) of inefficiency. Much depends, of course, upon the context and spirit of the whole article. May it not be a farsighted criticism of the system?

A quartette of students from the largest universities of the United Kingdom are to tour Canada and hold debates with teams from Canadian universities. "Are teachers people?" might be a good subject if there's a large enough auditorium at Consort.

The latest estimate of the Western crop is more than four hundred million bushels. And the price shows every promise of being satisfactory—in fact, good. Already business firms, advertising agencies, etc., are girding up their loins for a grand drive to "get a share of this prosperity."

And how much shall we get? Shall we continue to take what is doled out to us? To bid against each other at the annual job auction? There's only one answer. We'll get what we deserve—just that and nothing more. Individually we can do nothing. As a body we can do much. We have a right to share. Organize is the word. All other questions apart—we are not as individuals paid in accordance with ability and efforts. The less the taxpayer hands to us the more he has left for himself. That's the psychology. Only a united, determined, wealthy organization can combat it. Rope 'em in!

Books to review! Only four this month.

"Twenty Cents a Paper," by Hyam Feddum (Pluckem and Co., Edmonton. Black cloth, \$1.00). An essay on the evils of the piece work system, should be read by every Minister of Education in the Province.

"A Summer School Romance," by the Sphinx (Linkem and Peep. Striped broadcloth, two bits). A charming and touching love story beginning in a university classroom and ending at the C.P.R. depot. The author evidently writes at first hand. We envy him—with both hands.

"Saskatchewan's Banks" (poetry) (Riverside Publishing Co. Sheepskin, \$10.00).

Obviously a first effort. Midsummer madness, mostly music, moonlight and mush. There's too much of this stuff floating around every fall.

"Ideals of Conduct," Suey Sang (Peep, Sniff and Battle Co., Consort. Yellow cloth, 50c).

This book illustrates in marked degree the difficulty of the translator in putting Oriental philosophy into Occidental phraseology. We urge Sang to get a better interpreter for his next effort.

Local News

AT this time of year there are many changes taking place in the personnel of the various Local Executives. Among the many changes we have been notified that:

Mr. Grant G. Woolley is Secretary-Treasurer of the Magrath Local; Mr. W. H. Swift, Secretary-Treasurer of the Provost Local; Mr. Donald Grant holds that office in the Hillcrest Local; A. M. Larson, Secretary-Treasurer of the Vegreville Local; Miss Louise M. Keen, of the Edson Local; E. J. Thorlakson, of the Medicine Hat High School Local; Henry G. Laycock, of the Ponoka Local.

We wish to extend our congratulations to the former Secretary of the Ponoka Local, now Mrs. Joseph McKenzie of Wainwright.

Many new Locals too, have been organized, or are being organized. Among these are the Irma Local, of which Miss B. E. Schon is Secretary; the Brooks Local, the Cadogan Local with Mrs. Jensen as Secretary-Treasurer; Rumsey District with Mr. Richardson as Secretary-Treasurer; Waskatenau's new Secretary is Miss M. F. Sherlock.

Please notify us if any changes take place in YOUR Local.

LETHBRIDGE HIGH SCHOOL LOCAL

The secretary of Lethbridge High School Local is able to report 100% membership for the current A.T.A. year.

The officers of the local are President, H. C. Sweet, B.A.; Vice-President, Miss M. D. Mawdsley, B.A.; Secretary-Treasurer, G. L. Wilson, B.Sc.

Miss M. MacNaughton, B.A., is now on leave of absence from the Lethbridge High School for six months and will return to her duties here the first of the year.

Miss N. Denoon, B.A., a recent graduate of Toronto University, is taking Miss MacNaughton's place for the fall term.

D. F. Pegrum, M.A., of the Lethbridge High School staff for two years past enters this month upon his duties as lecturer in the History Department, University of Alberta.

The local welcomes to membership the new teachers, Miss N. Denoon, Miss K. McNab and D. R. Innis, B.A. Miss McNab has for several years been a member of the Lethbridge Public Schools staff and comes to the High School as Art Specialist. Miss McNab spent the summer at Queen's Summer School. Mr. Innis is a graduate ('21) of Acadia University and formerly was principal at Evansburg, Alberta.

Members of the Local regret the absence of Miss E. A. Pudifin, B.Sc. of last year's staff and a strong supporter of the Alliance. Miss Pudifin accepted in July a position as vice-principal in Camrose High School.

CONSORT

Report from Press Correspondent

AS ONE of the business men of this town remarked, on reading "A Complete Vindication," "Consort has at last achieved fame; it has its name in print." So the local branch of the A.T.A. here, stimulated by the recent disturbances, has revived and hopes to carry on. In case of the failure of the rural teachers to appear at the meetings, the town staff has agreed to keep the homes fires burning—the people, or at least a number of the people of the district, seem to be partial to the word "fire."

A meeting was held on October 17th, where programs for the next two monthly meetings were arranged; the next meeting to be held in Coronation at the convention, where it was thought the members could assemble for an hour enroute to the dance, thus lending novelty to the affair as well as economy in energy.

Another saying upon the perusal of the article referred to above: "Any teacher, after reading that article would be afraid to come near Consort."

Be that as it may, "Consort has achieved fame."

CALGARY PUBLIC SCHOOL TEACHERS' MEETING

A well attended Meeting of the Public School Teachers of Calgary took place Friday afternoon at the McDougall School at 4.30 p.m. The meeting had been called chiefly to decide on some line of action to support the Blairmore teachers in their struggle with the School Board. The teachers are still waiting at Blairmore, in the hope of being reinstated, and the Calgary teachers, after hearing the latest news about the situation from the Provincial President, Mr. F. Parker, went on record as approving the steps taken by the Provincial body. The Calgary teachers also to show their practical sympathy decided to accept a levy of \$3.00 per teacher, and pledged themselves to carry this into effect right away.

By this means a sum of \$450 will be available by October 1st for the Blairmore teachers.

The teachers also very cordially approved of the action of the *Albertan* in opening its columns for the use of subscribers in an effort to collect sufficient money to place the Calgary Museum Fund in a satisfactory condition.

The teachers have always supported the Museum, and from time to time have given sums of money in its support. So the action of the *Albertan* received unqualified approval.

Mr. Brock, the President, was in charge of the meeting.

CONVENTION AT LETHBRIDGE

A CONVENTION of the Southern Alberta Teachers' Association comprising the Macleod, Lethbridge and Foremost Inspectorates will be held in Lethbridge early in November.

Inspectors Morgan, Bremner and Scoffield of the above inspectorates and Superintendent Watson of the Lethbridge Schools are combining with the teachers of the south to make a successful and profitable two day convention.

The Lethbridge Locals of the A.T.A. are arranging for a banquet and evening entertainment on the first day of the convention. It is expected that one prominent outside speaker will be present.

Interesting group and sectional programmes are being planned and teachers of the south are promised a profitable and pleasurable convention.

Complete programmes will be mailed to all teachers as soon as they are prepared.

PUBLIC RECEPTION TO NEW TEACHERS ON CALGARY STAFF

A DELIGHTFULLY informal and well attended meeting of the Public School teachers took place on Saturday afternoon in the ballroom of the Palliser Hotel. It took the form of a Reception and Tea in honour of the following: Miss Whitehead, Miss Chesterfield, Miss Grace, and Miss Ashford, the four English exchange

teachers, and 15 other new teachers recently added to the Calgary staff. Other guests of honour were Dr. and Mrs. A. M. Scott.

The President, Mr. M. W. Brook, Principal of Mount Royal School, presided and delivered the address of welcome on behalf of the Teachers' Alliance. In the course of his remarks he expressed the hope that the new teachers would take an active interest in the organized activities of the teachers, and stressed the fact that suggestions and attendance at meetings would be very welcome.

Mr. Godwin replied on behalf of the new teachers, and assured the President that the kindly welcome extended was very much appreciated.

Miss Glasford was then called upon to extend special greetings to the overseas teachers, and having herself just returned from across the sea, was able to make kindly reference to the splendid welcome she had received when an overseas teacher in England. Miss Ashford replied and referred to the many kindnesses the English teachers had already received and stated that when they returned to England next year it would be with the best of feelings towards Western Canada. Mr. Verge appealed to the teachers to take a real interest in the University Classes now being put on at the Technical Institute and pointed out its great importance at the present time. A canvass of teachers will be made during the present week. Dr. Scott, the Superintendent of Schools, also added a few words of welcome and made special reference to the accomplishments in Art and Music of the exchange teachers.

A really enjoyable programme of music was carried through during the afternoon and special praise must be assigned to Miss MacKenzie, Miss Robinson and Mr. Florendine for their efforts as a committee to arrange a programme. The artists who delighted the teachers were: Miss Williams, piano forte solo; Miss Whitehead and Miss Chesterfield, vocal solos; and contributions from Mr. G. Boothman and Mr. Max Bishop.

The singing of God Save the King brought to a close a most enjoyable afternoon.

Atagrams

"Dear Mr. Barnett:

Since writing you the Strong Creek School Board have sent me a cheque for \$75.00 in payment of balance of \$1,000.00, and I wish to express my sincere thanks to you for the way in which you brought the matter to a satisfactory issue.

Wishing the Alliance success, I am,
Yours very sincerely,
_____, Teacher."

"October 20, 1925.

Mr. J. W. Barnett,

Dear Sir:

After reading the account of the 'Consort Affair' in the October number of the *A.T.A. Magazine*, I feel deeply grateful to the Alliance and to you personally, for the way in which my case was handled at the meeting held in Consort on September 18th, and the vindication, which I felt sure the Alliance would achieve.

I wish to thank you for your efforts in my behalf and also to state that I am pleased to be a member of an organization which ensures such protection for the teaching profession.

I am
Yours very truly."

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Overshadowed Normal Schools

Editor's note: There recently appeared in the daily press an article under the title "The Country School—A Free Matrimonial Bureau." We append a few extracts:

"With so many eligible young bachelors simply abounding on every hand.... What chance has a healthy, normally-minded young woman of resisting the age-old instinct to use her wiles to capture a suitable mate."

"I don't blame her a bit if she puts this (her) opportunity to good use."

"The country school provides a fine highroad to matrimony."

The writer gives a few examples of school boards having to seek new teachers at short intervals (matrimony the cause of course) and then caps the whole by the following tit-bit:

"What is the answer to all this? Frankly, I don't know, but it is significant that this year, at the particular normal school I have in mind hundreds of young women have had to be refused as the place is 'choc-a-bloc' from cellar to roof."

We give below "Lancelad's" reaction to the article in question, feeling that his droll irony is more befitting the article in question than a serious editorial refutation or reply to the crude, naive, offensive and pseudo-sensational (?) suggestions contained therein.

Your free-lance writer is one of civilization's most wonderful products. She (being more deadly than the male) has the eye of a hawk and the nose of a Sherlock. Any incident, accident, phenomenon or condition likely to be of public interest is seized with a whoop of joy and turned triumphantly into the journalistic mill for "special article" production.

No amount of persefage or camouflage can throw free-lance off the scent. Farsighted, clear-sighted and amazingly courageous the writer rips away all non-essentials, all stupid facts and muddling figures, all possibilities and probabilities; snatches at the most intriguing, amusing, exciting or sensational feature and jumps into the spotlight with a yell of "Eureka!"

Of course she doesn't mean any harm. Narra' bit. As a matter of fact she rarely means anything at all, just has a nose for "topical" stuff and a plan for displaying it in truly "journalistic" style.

People—especially young people—especially young ladies in the teaching profession—should really be more careful. Two young women, two young teachers (so we are told) in quick succession came to an Alberta school, married local young men and left the school trustees harassed and perplexed.

Indiscreet? I should say. Why in the world didn't these two young things scatter their activities a little. That's not exactly what I mean, but really, two! One after the other; So soon and in the same district! It was worse than indiscreet—it was fatal, for this double catastrophe came to the eye and ear of the eager free-lance and lo! the "beans are spilled," the bars are down, the shades are up, the lights are on and a horrified public stand gazing on the true significance of that clamoring throng at the normal gates.

The public have not yet sufficiently recovered from the shock to become articulate. I tremble as I listen in imagination to the muttering of the gathering storm.

Deep and subtle and observant indeed is the feminine mind. Three or four years of high school training have

taught the fair and lovely how to look ahead, to analyse, dissect and solve life's baffling problems, to see the goal, plan the attack and reach the end by the direct and easy path. Result? Hundreds (yes, indeed, dear reader, hundreds), hundreds of the fair and charming ones have had to be turned (perhaps, who knows, driven) from the gateways of our Normal Schools. And why were they there, this clamoring throng, filling the classrooms, crowding the hallways and overflowing to the steps and grounds? Yea, even (who knows?) out to the sidewalks and into the road. Hundreds! Yes, indeed! And why? Listen, draw near, and promise not to tell—no, not to whisper it even when alone in a dark room. Our rural schools are becoming—indeed have become—free matrimonial bureaux.

Now, don't get 'uffy! It's true; it's gospel truth. I read it in the Edmonton Journal. No! it wasn't an editorial. No married man could have got away with it—and no single man knows enough of the other sex to have guessed the answer to the riddle.

No wonder trustees of rural schools lose weight and sprout grey hairs overnight. They can't keep a teacher longer than six months. The fair and lovely one comes along, ostensibly to teach school (Oh! the depth of her!) but with far more sinister thoughts in mind. Comes the first dance, or picnic, or church service, or what not. Our villainess sweeps the crowd with a discerning eye—perhaps with both eyes. "Ah! that's him!" (None of your shy but eager "Tis he's" about these normal graduates—that stuff passed out with the woolen stockings) No. "That's him." Him! emphatic, objective—yea, the object (the sufferer you know) and soon—O, too soon for the weary trustee—we read in the press "Wanted, teacher for..... Lake S.D. No. 999999 etc., etc." Yes, alas, 'tis so, and it's getting worse. And that, dear reader, is why hundreds of the beautiful and fair turned sadly away from Normal Gates dragging their hope chests with them.

I can imagine our genial Minister of Education addressing the dear departing in his usual sympathetic manner. "I'm sorry, young ladies, exceedingly sorry, but my department is, I am sure, acting for the best interest of all concerned. After all, the supply of eligibles in our rural districts is rather limited and I would not care to cause any extension of the already long period (six months, says the article) that our young teachers have to serve before attaining the goal of their desires."

And if George, bluff, honest George, were called upon to address them, he, at least, would go to the root of the matter at once. "The fact is, ladies, we're getting scared of the women's vote at our next election. You know, you must know, there are spinsters as well as bachelors in our rural communities, and they (the spinsters) are beginning to kick. Too often have they seen prospective husbands snatched away—even from the steps of the altar. They feel that they are subject to unfair competition. They're getting sore. We need their votes. I've said enough."

The situation is no doubt a very serious one from the trustees' point of view. One chairman—so the aforementioned writer goes on to say—was sent to the Normal School to pick out a stayer: a homely, thick-ankled, short-waisted female, free from those characteristics that are undermining our rural school system so insidiously. He drew a blank. There wasn't such a critter in the coral. To his everlasting sorrow (so he reported) he had to fall back on a good looker. He offered her the job on one condition—She MUST remain

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single six months. She would, and she did—six months and a day.

Next time—if they really mean business—they'll send a woman trustee.

And there's that incident concerning a board who found themselves unable to pay their teacher. She married a taxpayer where back taxes equalled her salary shortage. Thus they kept it in the family and everybody was satisfied. Reminds me of a Bill who owed a board bill which board bill bored Bill, so Bill married the boarding house landlady and that settled the Bill.

But just imagine some dear, sweet rural teacher receiving the following from the secretary-treasurer of her Board.

"Madam:

We regret to state that we find ourselves without funds to meet your three months' salary (\$288.00) due at the end of the current month. However, we have at our disposal on the S.E. Quarter of 16-15-4, west of the fifth, a big, genial, hardworking and eligible delinquent taxpayer, who has expressed his willingness to confer his tax indebtedness (fortunately exactly \$288.00) upon you as a dowry. We believe you will find him a good provider and easy to handle. We urge you to give this matter your serious attention.

Yours, etc."

People's Relation to the Teachers' Salary Problem

IN A bulletin issued recently by the National Educational Association of the United States, there is much information which every student of public school education should ponder deeply. In an age of pleasure-seeking and luxury—in America—the hard, cold facts brought together by the N.E.A., the Federal Government and other public bodies are a warning to the people of America that though they may not be pouring millions into armies and navies like European nations, they are, none the less, seemingly blind to a true sense of relative values.

When we read, for instance, that the American woman spends more on cosmetics, perfumes and soft drinks, than the entire expenditure on public education in this country, we might justifiably suggest that every community in which the standard of public education is below the best average for the country, should appeal to the taxpayers for a 10 per cent. increase in the public school rate, based on the assumption that a 10 per cent. reduction in non-essential expenditures would hardly be noticed by the taxpayer, but would mean a tremendous lift to public education. And when we are told by authoritative statisticians that the annual expenditure on tobacco is just double the total expenditure on public education, we cannot but feel that were this fact generally known and a nation-wide appeal made to the men and women of America to give some consideration to the question of relative values, that there are few who would vote against an increase of 10 per cent. in the education rate and meet that increase by a corresponding reduction in their expenditure on tobacco.

TEACHER IMPORTANCE

But why is such an increase necessary? More important than school policies, school buildings, or curricula, is the teacher. The type of man and woman attracted to the teaching profession is all important in the education of the child. Let it be said to the credit of the public school teachers that they are in the profes-

sion not because of the big salary—no such attraction exists—but in a large number of cases because motivated by the ideal of service. Nevertheless the temptation to choose other more remunerative vocations is becoming increasingly insistent, because while in practically all other callings the wages have increased with the increase of the cost of living, that is not true of the teaching profession. About 86 per cent. of school teachers are women, but less than 8 per cent. of women employed in gainful occupations are to be found in the teaching profession. Is that 8 per cent. made up of the best fitted and most efficient women? If the best class of women are to be attracted to the teaching profession, they must be offered a salary which will, at least, insure them as much comfort as may be enjoyed by a stenographer, for example. But with an average salary of \$1,226 a year, in 1924, what kind of a teacher can we expect to get from the class of people who have to live on their salary? Or look at it from another angle, a young man is contemplating the teaching profession as his life work. The ultimate goal is to be a school principal; the training necessary for qualifying for such a post may be anything from four to seven years. At the end of that time, if successful in getting an appointment, the average salary is not more than \$200 a month. This is why college graduates are seeking other fields of activity in preference to the teaching profession.

But to consider the matter from the standpoint of the teacher only, is to ignore the more important factor—the child. The welfare of the child, is, of course, all important, and the only reason why the subject of the teacher's remuneration is introduced is because of self-respect and the respect of the community are essential to the public school teacher, as well as the ability and training. If the teacher is compelled, by the smallness of her salary, to adopt a standard of living below that of people of ability and culture in the community, then it is very hard for her to bring into her work that enthusiasm, dignity and independence that are such vital factors in the schoolroom atmosphere.

"BETTER THAN HE DESERVES"

The writer has traveled through rural districts, especially in southern United States where the school teacher has been the most poorly paid person in the community, and dependent often on the charity of neighbors for anything more than the bare necessities of life. In 1923, there appeared an article in a prominent American Magazine, from the pen of H. G. Wells, in which he wrote of rural education in America, and it is worth consideration. Mr. Wells says:

"And when it comes to the rural schools of America there can be little doubt that they are cheaper and meaner by far even than the equivalent British schools. There are more automobiles per head of population in America than in any other country in the world, but the dear little old cheap one-roomed red schoolhouse, and its immature and under trained cheap teachers have still hardly moved forward from the stage of the one-horse shay. The American buys his boots and his candy in a palace from a millionaire, and he gets his education in a shanty from a needy young woman. He certainly gets the best boots and candy in the world. And, poor as general education is, it is better than he deserves."

This is not a general condition in the rural districts, but it is a condition that does exist in many communities, and as long as there are rural communities in which the ideals of public education are no higher than this, they constitute a menace to the nation, and a terrible injustice to the child, and to the teacher.

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AN OPEN LETTER TO THE TEACHERS of CANADA

Lieut.-Col. A. C. Pratt submits the following letter to the Teachers of Canada without comment. It speaks for itself.

Little Britain, Ontario,
Sept. 22nd, 1925

Dear Sirs.—

I wish to thank you for your letter of congratulation, but to you are due the thanks.

In the spring of 1923, after having taught public school for ten years, I began to feel I was getting into a rut. Having studied commercial work with you some years previously, I knew of your ability and with your help I knew I could advance my standing. I enrolled for complete 1st class certificates. That June I wrote English Composition and History, and was successful in both. During the 1924 school year I had a heavy entrance class as well as 3rd class and 5th class. I felt I could not give much time but still crowded in enough to finish Zoology, English, Literature and Algebra.

This past year I have been teaching Continuation School on special permit. The work was new for me and meant much time and study, but your lessons were so well explained and your staff so willing to assist that this last June I have been able to finish Geometry, Botany and Physics with honours.

Any teacher with a little bit of determination, grit and C.C.C. to help them need no longer stay with 2nd class certificate.

Yours sincerely,
LLOYD S. MOSURE.

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"I saw your name in the A.T.A. Magazine"

There is a mistaken belief that in recent years there has been a general increase in the remuneration paid to public school teachers. This is due probably to the fact that in actual dollars and cents the teachers' wages is greater than in 1914. But this means nothing unless we consider at the same time the purchasing power of the dollar. In 1913, the average salary of teachers in the United States was \$515. In the large cities this average was increased to \$1,143. In 1924, the average salary was \$1,226 throughout the country; but the the purchasing power of this sum is equal only to \$721. In the large city the average salary has increased to \$1,900, but the purchasing power is only \$1,118, which means that the city teacher is actually worse off today than she was in 1913, when she received only \$1,143. Comparing this condition with that found in the industrial trades, we find that today industrial labor receives \$2.21 for every dollar received in 1914, and the purchasing power of this wage is about \$1.29 in comparison with one dollar in 1914.

TODAY'S NEED FOR COMPETENCE

Never has there been a time when able leadership and competent administration has been so needed to insure a maximum value from public school activities, but without the support of the people, and an enlightened public conscience on such a matter, as has been presented here, the administration in many localities has reached the end of its tether. Teacher salary cost is perhaps the most important problem just now, but running it very close is the need for more expert and competent assistance in the administrative offices. In hundreds of school superintendents' offices the clerical assistance is untrained and below the standard of ability found in business establishments. The school superintendent is usually a school man with an academic training, and often a stranger to modern business science and practice. The need for intelligent cost-accounting methods, to take one aspect of school administration, is particularly urgent in many communities. When the peak of taxation for school purposes has been reached, improvement in school activities and in educational fitness can come only by reducing operating and maintenance costs, and using the savings in improving the quality of the teaching staff. But the writer knows from professional experience that too often the school board or committee have nothing on which to base any policy of retrenchment by which this end may be attained, because of the inadequate and primitive methods of accounting and recording. But it is encouraging to note that all over the country public school bodies are awaking to this need; it remains now for the great tax-paying public to see that the teacher, whose influence on our children means so much, shall receive a compensation commensurate with the value of the service given; or, where necessary, a salary schedule which will insure a better and higher type of teacher.

One of the tragedies of the post-revolution period in Russia is the breakdown of the great scheme of popular education which was devised by Lunacharsky in 1919. This comprehensive plan was intended to provide universal schooling of every grade and kind, but today Lunacharsky has to confess with regret that his scheme is bearing very little fruit. Popular education is a safeguard not against revolution, but against violent revolution. Witness the difference between the Russian upheaval and the equally momentous changes in Germany. It is too little understood that the German revolution is in reality as big a thing as the Russian one, but it was brought about with comparative absence of bloodshed. This was due to the fact that the German peasants and workmen were educated.

Schoolmaster.

The Blairmore Fund

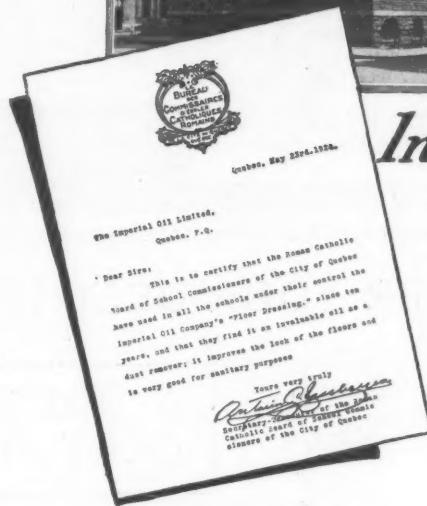
THE Executive feels that, as a matter of justice to our membership and those in particular contributing to the Blairmore Fund, some statement should be made as to the manner in which the fund is being administered. It is not the intention of the Executive that any funds shall be passed through the Alliance books, a separate book of accounts is being kept altogether. All moneys are required to be sent to headquarters and a receipt issued to contributors by return mail. All moneys are deposited in a separate account in the Imperial Bank of Canada, known as the Alberta Teachers' Alliance Trust Account. The Executive of the Alliance considers that they have no power to delegate the administration of the fund to anyone other than the Provincial Executive itself, but in order that the administration may be saved from being cumbersome, a committee has been appointed by the President, with the approval of the majority of the Executive. The action of the President will have to be ratified at the first meeting of the Executive. The committee will consist of Mr. A. Waite, who will be Chairman, and the President. The General Secretary-Treasurer will be "ex officio" the Treasurer of the fund. Disbursements from the fund will be made only with the approval and consent of all members of the committee, and cheques will be signed by the General Secretary-Treasurer and counter-signed by Mr. Waite. Reports of the receipts and disbursements of the fund will be sent out monthly to all Locals over the signature of the Chairman. A monthly financial statement will be mailed to all Locals.

(Sgd.) ALFRED WAITE, Chairman
Alberta Teachers' Alliance Trust Account.

The *New Republic* of New York has an article in which the writer states that the total amount spent annually by advertisers in this country exceeds 100 millions sterling. This figure is greater than our total outlay on public education, and I leave to critics who complain of waste on education the task of determining whether the expenditure on advertisement is fully remunerative. Taken as a whole it must be, since advertisers are not philanthropists, but consistent advertisers have assured me that they do not hope for an adequate return from each and every piece of publicity. Some waste is inevitable, but it is recompensed by gains in other directions. That is what happens with our expenditure on the schools. The would-be seller of goods must make them known to as many people as possible, and he who would have an educated nation must make learning accessible to all, even though some fail to respond to the opportunity.

"He that is about children should well study their natures and aptitudes, and see by often trials, what turn they easily take, and what becomes them; observe what their native stock is, how it may be improved, and what it is fit for."

—LOCKE—*Thoughts Governing Education.*



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Also, at Regina and Saskatoon, are large EATON warehouses, opened for the storage and quicker despatch of heavy goods to the more Western territory.

EATON Groceries have also recently been opened at Calgary, Edmonton, Moose Jaw and Brandon, as well as those operated at the Regina and Saskatoon warehouses.

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"I saw your name in the A.T.A."

The Alberta Teachers' Alliance, Inc.

WHAT IT IS WHAT IT HAS DONE AND WHAT IT AIMS TO DO

THE A.T.A. is a progressive organization of live Western teachers. *That is its reputation throughout the Dominion.* Its leaders are active; its policies sound; and its achievements worth-while.

But the Alberta Teachers' Alliance is not a *happy accident*; it did not casually happen. It was nurtured by the courageous and untiring efforts of many Alberta teachers who believe that *teaching can yet be made a profession*. Energy, optimism, unity of aim on the part of *all Alberta teachers* are things necessary to make the A.T.A. more successful and of much greater service to teachers and to the cause of education.

The results are encouraging. The membership is increasing steadily; interest in organized effort on the part of teachers is maintained and becoming more general.

What have *you* done—what can you do—what will *you* do to help forward the work of the Alberta teachers? Will *you* accept this invitation to avail yourself of the privilege to join with the professionally minded teachers who have been bearing for the whole teaching body the burden of raising the status of the teaching profession and advancing and safeguarding the cause of education.

What the Alliance has Done for the Rural Teachers

THE ALLIANCE is the "big brother" of the rural teacher, defenceless and alone. Since the inception of the Alliance thousands of appeals for assistance and advice have been dealt with by our officials. The Alliance, after careful enquiry, has fought the case of every teacher who, in their opinion, was being unfairly treated. When necessary the A.T.A. has spent money without stint—in one single case over \$500 was spent in obtaining redress for one teacher.

THE A.T.A. strongly advocated and supported the statutory minimum for rural teachers. It is not the fault of the A.T.A. that the minimum was not higher than \$840. But the statutory minimum, low though it is, has meant hundreds of thousands of dollars to Alberta teachers and prevented their status being lowered further in hundreds of cases.

THE A.T.A. has obtained several amendments to the School Ordinance.

(a) One providing that the teacher shall receive 1/200 of a year's salary for each teaching day, instead of 1/210. This means that every teacher who puts in less than a full year in a school receives an increase of 4 20/21 per cent. in the daily rate of pay. It means also that a teacher in rural schools is no longer required to teach for more than 200 days to make a full school year.

(b) One providing that Easter week be a statutory holiday.

(c) One providing that the Board pay the teacher not less than *once each month*.

The A.T.A. Has—

OBTAINED a new form of agreement between teachers and school boards, whereby it is impossible for a board to dismiss a teacher without a "hearing."

RAISED considerably the average salary of teachers—Only by greatly intensifying the organization can teachers avoid losing much of what has been won.

COLLECTED tens of thousands of dollars of "back" salary for teachers after fruitless personal endeavors had been made to collect.

PROVIDED a means whereby all members may have free of charge expert legal advice on all professional matters.

PUBLISHED the A.T.A. Magazine which supplies all interested in education with professional information. The magazine is read by many who, although not teachers, are interested in the welfare of the profession.

FORMED the A.T.A. Bureau of Education for the purpose of supplying teachers with "aids" or "correspondence courses" at a minimum cost.

SERVED as a medium through which the views of teachers as a body may be expressed vocally to the Government.

What the Alliance has Done for the City Teacher

(1) Salaries have been raised, and definite schedules have been agreed upon between the Board and the teachers as contracting parties.

(2) Past experience is now considered when a new appointment is made.

(3) The City Board recognizes the Local Alliance as an effective organization, because of its connection with the Provincial body.

(4) Teacher representation at Board meetings, which has resulted in better understanding between the two parties.

(5) A better professional spirit has been fostered—it is agreed that only by organizing as an Alliance can the teachers function effectively.

(6) Its influence and votes are solicited at election time by candidates for the position of trustee.

(7) Its influence is always invited in all social and community matters, because of its power as an organization.

(8) Appeals have been registered and sustained in many cases in the matter of Inspectors' reports.

(9) When changes are suggested the teachers' contract is always referred to the Alliance.

(10) Classes at the Technological Institute in Calgary were suggested and mainly carried through by the influence of the Local Alliance for the benefit of ambitious teachers.

(11) The teachers have established a trust fund for the assistance of those in actual need.

(12) The Alliance has pressed for a Provincial Scheme of Pensions.

(13) Cumulative sick pay was unheard of in Canada before the Alliance obtained this concession from the Edmonton Public School Board.

£2,500 DAMAGES FOR A TEACHER

Mr. Edward Morgan, an old Cardiffian, has been awarded £2,500 damages against the Orange Free State for wrongful dismissal from a post in the intermediate school at Springfontein. The result of Mr. Morgan's action, heard in the Supreme Court of Bloemfontein, was received by cable (says the "South Wales Daily News"). Mr. Morgan was a Cradock Wells scholar at the old Higher Grade School, and held a Cradock Wells scholarship at the University College, from which he graduated in 1901 with an

What the A.T.A. Aims to Do

To continue working and striving for:

(1) Increased security of tenure of position until it be impossible to dismiss a teacher without just cause.

(2) The creation of an impartial board of conciliation or arbitration to settle disputes between teachers and school boards.

(3) A pensions scheme for teachers.

(4) A Province-wide schedule of salaries for teachers where teachers will receive credit for past experience and service.

(5) A more equitable distribution of the burden of supporting the educational system. Largely increased government grants, making it possible for every school to be open for a full school year. (The A.T.A. was the first to advocate a "blanket educational tax", provision for which was made in an Act introduced at the 1925 session of the legislature.

(6) Abolition of "permits."

(7) Increased respect and higher status for teachers.

Code of Professional Etiquette

It shall be considered an unprofessional act:

(1) To disregard a contract with a School Board.

(2) To criticize adversely a fellow-member of the Alliance or to make any adverse report on his efficiency without first having shown him a written statement and given him an opportunity of replying thereto.

(3) To pass along rumors derogatory to a fellow-member of the Alliance, whether such rumors be based on fact or not.

(4) To seek professional advancement by other than professional means.

(5) To seek employment with a School Board:

(a) Not in good standing with the Alliance;

(b) Already having a member of the Alliance under contract for the same position.

(6) To make known to non-members, except through authorized channels, the proceedings of a Committee or General Meeting of the Alliance.

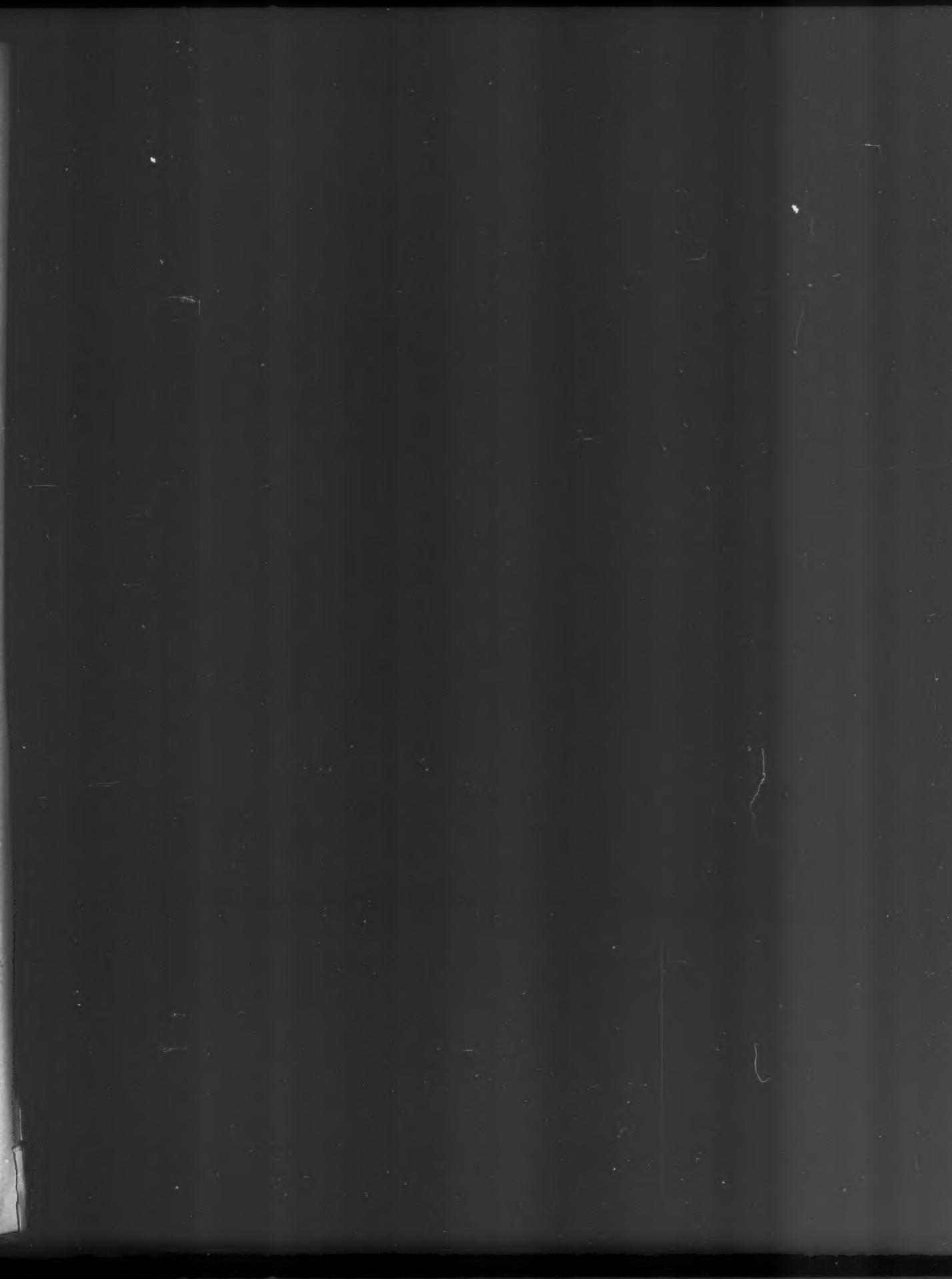
Non-membership of the Alliance is not only poor business but it *stultifies the efforts of those who for years have been making a sacrifice of money, time, energy and effort to make teaching more worth while. Neutrality with regard to the A.T.A. has the effect of "open hostility."*

Why Not?

(1) PUT ASIDE ALL PETTY CONSIDERATIONS and do your share while you remain in the teaching profession to make it a profession indeed.

(2) Remember that the policy of the A.T.A. represents the opinions of the members of the A.T.A.; it must be *your* organization; you will have your say in who shall be *your* leaders; how the Alliance shall be administered, and how the Alliance policy shall be shaped and directed.

honours degree in history. For many years he held the post of principal of the public school at Springfontein, which was raised to the status of an intermediate school under his principalship. On account of hardness of hearing he laid down the principalship in 1921, on condition that he would be kept on in the school as assistant. But when on the point of sailing for England in June, 1923, on authorized leave for six months, he received most unexpectedly a notice terminating his services, and when he returned from Cardiff he was not appointed to any other school.





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